

Summary Note for The TOEFL Test

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Preface

All praise is for Allah¹ indeed, i can finish the summary of the LONGMAN Complete Course for the TOEFL Tests by Deborah Phillips.

I took a TOEFL preparation class at an English institute in Jakarta. They gave me the LONGMAN Complete Course for the TOEFL Tests by Deborah Phillips as the course book. The book is intended to prepare students for the TOEFL test in both its paper and computer formats. It has comprehensive guidances² to make your TOEFL score high enough to suffice any kind of requirements³. Therefore, the book is really good and i strongly recommend anyone who want to get a good TOEFL score, to use the book as his/her main reference.

However, i have some reasons to write this summary. The first reason is to review what i learned during the TOEFL preparation class i took. I summarized the book, added some notes i got from the class and typed them all to my computer every time the class was ended. By doing so, i can remember the skills in the book very well.

Another reason is i want to share this summary to everyone. As I wrote the summary using L^AT_EX, it can be converted into several different formats. Some formats are printable, such as *dvi* and *pdf*. The others which aren't printable can be read online. These formats are available on my personal website <http://dida.vbaitullah.or.id>. Therefore, everyone can use any of these formats that suit for his/her condition.

The last reason is because of its compactness and simplicity. Since this summary only contains about a hundred pages instead of the original book which contains about seven hundred pages, it would be easy to review the skills within

¹Lord of the worlds

²various information, strategies, excercies and tests about both the paper TOEFL test and the computer TOEFL test.

³requirement for a job, applying to a school, etc.

PREFACE

the book. Also, it can be carried easily. Moreover, PDA⁴ users can enjoy this book with plucker⁵ format i made.

Finally, I hope this book is useful for everyone. Please don't email me to ask anything about TOEFL questions since I am not an expert or teacher. I am only an ordinary student who present this summary to everyone. However, please email me if there is something wrong or bad about this book.

Good luck!

Adinda Praditya

⁴Personal Digital Assistant

⁵

plucker is a document reader for Palm-OS-based PDA. Visit Plucker original website <http://www.plkr.org> for more information.

Part I.

Structure

1. General Information About Structure Test

1.1. Structure On The Paper TOEFL

On the paper TOEFL test, the second section is called structure and Write Expression. This section consists (though some tests may be longer). You have twenty-five minutes to complete the forty questions in this section. There are two types of questions in the Structure and Written Expression section of the paper TOEFL test:

1. Structure (questions 1 15) ¹
2. Written Expression (questions 16 40) ²

The question on the paper test are presented in linear order. The fifteen structure question (1 15) progress from easy to difficult. The twenty-five written expression questions (16 40) also progress from easy to difficult. Your score in this section ins based on your answers to these forty questions.

General Strategies:

1. Be familiar with the directions. ³
2. Begin with questions 1 though 15. ⁴

¹consists of fifteen sentences in which part of each sentences has been replaced with a blank. Each sentences is followed by four answer choices. You must choose the answer that completes the sentences in a grammatically correct way.

²consists of twenty-five sentences in which four words or groups of words have been underlined. You must choose the underlined word or group of words that is not correct.

³The directions on every paper TOEFL test are the same. So it is not necessary to spend time reading the directions carefully when you take the test.

⁴Anticipate that questions 1 through 5 will be the easiest. Anticipate that question 11 through 15 will be the most difficult. Do not spend too much time on question 11 through 15. there will be easier questions that come later.

1. General Information About Structure Test

3. Continue with questions 16 through 40. ⁵
4. If you have time, return to question 11 through 15. ⁶
5. Guess to complete the section before time is up. ⁷

1.2. Structure On The Computer TOEFL Test

On the computer TOEFL test, the second section is called the structure section. This section consists of twenty to twenty-five questions. You have fifteen to twenty minutes to complete the questions in this section.

1. Structure questions ⁸

2. Written expression questions ⁹

These two types of questions are intermixed in this section of the test. The structure section of the computer TOEFL test is computer adaptive. This means that the difficulty of the questions that you see is determined by how well you get easier or harder depending on whether or not you answer the questions. The section begins with a medium-level question, and the questions that follow will get easier or harder depending on whether or not you answer the questions correctly. Your answers to these questions count as only half of your structure score; the other half of your structure score comes from your answer to the writing question.

General Strategies:

1. Be familiar with the directions. ¹⁰

⁵Anticipate that question 16 through 20 will be the easiest. Anticipate that questions 36 through 40 will be the most difficult. Do not spend too much time on questions 36 through 40.

⁶You should spend extra time on questions 11 through 15 only after you spend all the time that you want on the easier questions that follow.

⁷There is no penalty for guessing, so it can only increase your score to guess the answers to questions that you do not have time to complete.

⁸consists of sentences in which part of each sentence has been replaced with a blank. Each sentence is followed by four answer choices. You must choose the answer that completes the sentence in a grammatically correct way.

⁹consists of sentences in which four words or group of words have been underlined. You must choose the underlined word or group of words that is not correct.

¹⁰The directions on every computer TOEFL test are the same, so it is not necessary to spend time reading the directions carefully when you take the test. You should be completely familiar with the directions before the day of the test.

1. General Information About Structure Test

2. Be familiar with computer adaptivity.¹¹
3. Dismiss the directions as soon as they come up.¹²
4. Think carefully about a question before you answer it.¹³
5. Click on an answer on the computer screen when you have selected an answer.¹⁴
6. Click on Next and then click on confirm answer to record your answer.¹⁵
7. Do not spend too much time on a question you are unsure of.¹⁶
8. Be very careful not to make careless mistakes.¹⁷
9. Monitor the time carefully on the title bar of the computer screen.¹⁸
10. Do not randomly guess at the end of the section to complete all the questions in the section before time is up.¹⁹

¹¹This second of the computer TOEFL test is adaptive. This means that you will start with a medium-level question, and the difficulty of the questions will increase or decrease depending on whether or not your answers are correct.

¹²The time starts when the directions come up. You should already be familiar with the directions. So you can click on Dismiss Directions as soon as it appears and save all your time for the questions.

¹³You may not return to a question later in the test. You only have one opportunity to answer a given question.

¹⁴You may still change your mind at this point and click on a difficult answer.

¹⁵After you click on the confirm answer button, you cannot go back and change your answer. A new question, either a structure question or a written expression question, will appear.

¹⁶If you truly do not know the answer to a question, simply guess and go on. The computer will automatically move you into a level of questions that you can answer.

¹⁷If you mistakenly choose an incorrect answer, the computer will move you to an easier level of questions than you can handle. You will have to waste time working your way back to the appropriate level of questions.

¹⁸The title bar indicates the time remaining in the structure section, the total number of questions in the section, and the current number.

¹⁹In a computer adaptive section such as structure, random guessing to complete the section will only lower your score.

2. Sentences With One Clause

2.1. Skill 1. Be sure the sentence has a subject and a verb

A sentence ¹ in English have at least one subject and one verb ².

¹is a group of words that makes complete tense, contains a main verb, and when written begins with a capital letter and ends with a full stop (or the equivalent such as question mark or exclamation mark). [Reader's Digest Word Power Dictionary 1st Edition, page 1149]

²

A verb is a word that describes an action (go, sit, put), or state (be, become, live) and is normally an essential element in a clause or sentence.

A verb is classified as transitive when the action affects a person or thing called object (we lit a fire), and as intransitive when there is no object (she smiled).[Reader's Digest Word Power Dictionary 1st Edition, page 1146.]

2.2. Skill 2. Be Careful Of Object Of Prepositions

A preposition ³ is followed by a noun ⁴ or pronoun ⁵ that is called an object of the preposition. If a word is an object of preposition, it is *not* the subject

2.3. Skill 3. Be Careful Of Appositives

Appositives is a noun that comes before or after another noun and is generally set off from the noun with commas. **If a word is an appositives, it is not a subject.** The following appositive structures are both possible in English

Dida, *a really good writer*, is writing an English structure note
A really good writer, dida is writing an English structure note

3

Preposition is a word such as *after*, *in*, *to* and *with*, which usually stands before a noun or pronoun and establishes the way it relates to what has gone before (**The man on the platform**, **They came after dinner**, and **What did you do it for?**) [Reader's Digest Word Power Dictionary 1st Edition, page 1146]

4

A noun is a word that names something: a person (woman, boy, Frances), a thing (building, tree), or an idea (birth, happiness). [Reader's Digest Word Power Dictionary 1st Edition, page 1146.]

5

Pronoun is a word such as *i*, *we*, *they*, *me*, *you*, *them*, and other forms such as the possessive *hers* and *theirs* and the reflexive *myself* and *themselves*. They are used to refer to (and take the place of) a noun or noun phrase that has already been mentioned or is known, especially in order to avoid repetition as in the sentence **When she saw her husband again, she wanted to hit him.** [Reader's Digest Word Power Dictionary 1st Edition, page 1145]

2.4. Skill 4. Be Careful Of Present Participles

A present participle is the *-ing* form of the verb. The present participle can be part of the verb ⁶ or an adjective ⁷. It is part of the verb when it is accompanied by some form of the verb *be*. It is an adjective when it is not accompanied by some form of the verb *be*.

2.5. Skill 5. Be Careful of Past Participle

A past participle often ends in *-ed*, but there are also many irregular past participles. For many verbs, including *-ed* verbs, the simple past and the past participle are the same and can be easily confused. The *-ed* form of the verb can be the simple past ⁸, the past participle of a verb ⁹ or an adjective ¹⁰

⁶The boy is **standing** in the corner

⁷The boy **standing** in the corner was naughty

⁸He **washed** this car

⁹He has **washed** this car

¹⁰The car **washed** by Donny is now in a showroom

3. Sentence With Multiple Clauses

3.1. Skill 6. Use Coordinate Conectors Correctly

When you have two clauses in an English sentence, you must connect the two clauses correctly using *and*, *but*, *or*, *so* or *yet*. Example:

She laughed, but she wanted to cry.

3.2. Skill 7. Use Adverb *Time* And *Cause* Connectors Correctly

Adverb time connectors are: *after*, *as*, *as long as*, *as soon as*, *before*, *by the time*, *once*, *since*, *until*, *when*, *whenever*, *while*

Adverb cause connectors are: *as*, *because*, *inasmuch as*¹, *now that*, *since*

Example:

Mary went inside because it was raining.

Because it was raining, Mary went inside.

3.3. Skill 8. Use Other Adverb Connector Correctly

Adverb clauses can express the ideas of time and cause, as you saw in 3.2; adverb clauses can also express a number of other ideas, such as contrast, condition,

¹similar to because

3. Sentence With Multiple Clauses

manner and place. Because these clauses are adverb clauses, they have the same structure as the time and cause clauses in 3.2 on the preceding page.

Other adverb connectors are:

Condition: if, in case, provided, providing, unless, whether

Contrast: although, even though, though, while, whereas, on the other hand

Manner: as, in that, because

Place: where, wherever

Example:

Bob went to school even though he felt sick.

Even though bob felt sick, he went to school.

Note: A comma is often used in the middle of the sentence with a contrast connector.

The Smith family arrived at 2:00,
while the Jones family arrived an hour later.

4. More Sentence With Multiple Clauses

4.1. Skill 9. Use Noun Clause Connectors Correctly

A noun clause is a clause that functions as a noun; because the noun clause is a noun, it is used in a sentence as either an object of a verb ¹, an object of a preposition ², or the subject of the sentence ³.

Noun clause connectors are: what, when, where, why, how, whatever, whenever, whether, if, that

Example:

I know *what you did*

What you did was wrong

4.2. Skill 10. Use Noun Clause Connector/Subjects Connectors Correctly

We will see that in some cases a noun clause connector is not just a connector; a noun clause connector can also be the subject of the clause at the same time. Its functions in a sentence can be either an object of a verb ⁴, an object of a preposition ⁵, or the subject of the sentence ⁶

¹I know *what you are hiding from me*

²I am concerned about *what you are hiding from me*

³*What you are hiding from me* is very important

⁴I do not know *what is in your mind*

⁵I am concerned about *what will happen tomorrow*

⁶*What will happen next week does not matter*

4. More Sentence With Multiple Clauses

Noun clause connector/subject are: who, whoever, what, whatever, which, whichever

Example:

You know *who will come*.

What happened was excellent.

4.3. Skill 11. Use Adjective Clause Correctly

An adjective clause is a clause that describes a noun. Because the clause is an adjective, it is positioned directly after the noun that it describes ⁷.

Adjective clause connectors are: whom ⁸, which ⁹, that ¹⁰

Example:

I liked the book which you recommended.

The book which you recommended was interesting.

Note: The adjective clause can be omitted. This is very common in spoken English or in casual written English. It is not as common in formal English or in structure questions on the TOEFL test.

4.4. Skill 12. Use Adjective Clause Connector/Subjects Correctly

We will see that in some cases an adjective clause connector can also be the subject of the clause at the same time.

Example:

We are looking at a car that is quite expensive.

The bottle that is on the table contains honey.

Note: Adjective clause connector/subject can never be omitted. ¹¹

⁷Farhan is playing with the toys **that** his uncle bought last week.

The package **that** I received yesterday contains several books.

⁸is used for people

⁹is used for things

¹⁰is used for people or things

¹¹Like for example:

4. More Sentence With Multiple Clauses

She needs a secretary *who types fast*.
A secretary *who types fast* is invaluable.

5. Sentence With Reduced Clauses

It is possible for a clause to appear in a complete form or in a reduced form. There are two clauses that can reduce in English. They are Adjective clauses and adverb clauses.

5.1. Skill 13. Use Reduced Adjective Clauses Correctly

To reduce an adjective clause, omit the connector and the auxiliary verb (be) ¹. If there is no auxiliary verb (be), omit the connector and change the main verb into ing-form ². You can only reduce the adjective clause if the connector directly followed by verb ³. If the adjective clause is set off with commas, the reduced clause can be moved to the front of the sentence

5.2. Skill 14. Use Reduced Adverb Clauses Correctly

To reduce an adverb clause, omit the subject and the auxiliary verb (be) ⁴. If there is no auxiliary verb (be), omit the subject and change the main verb into

¹The woman **who is** waving to us is the tour guide.

The woman waving to us is the tour guide.

²I hate the article **which appears** in today's newspaper.

I hate the article **appearing** in today's newspaper.

³The girl, **who is** now crying, is my niece.

The girl now crying is my niece.

⁴**Although he is** naughty, he is smart.

Although naughty, he is smart.

5. Sentence With Reduced Clauses

ing-form ⁵. Adverb clause introduced by *once, until, as, where, wherever* can only be reduced if the verb is in passive ⁶. Make sure the subject after the connector is the same object before you reduce the clause ⁷.

Note: Noun clause can not be reduced ⁸

⁵I played basketball ***before i went*** to your house.

I played basketball ***before going*** to your house.

⁶The sentence

Once ***it is submitted***, your thesis will be recieved.

is passive so it can be reduced to

Once ***submitted***, your thesis will be recieved.

While the sentence

Once ***you submit*** your thesis, you will graduate.

can not be reduced since it is active.

⁷The sentence

When he came to my house, ***i*** was still at school.

can not be reduced as the subject after the connector is different from the object before.

⁸The sentence

I don't know ***when i did it***.

can not be reduced.

6. Sentence With Inverted Subjects and Verbs

6.1. Skill 15. Invert The Subject And Verb With Question Words

There is some confusion about when to invert the subject and the verb after question words ¹. These words can have two very different functions in a sentence:

1. They can introduce a question. In this case the subject and the verb that follow are inverted ²
2. They can join together two clauses. In this case the subject and the verb that follow are not inverted ³

6.2. Skill 16. Invert The Subject And Verb With Place Expressions

After ideas expressing place, the subject and the verb sometimes are inverted in English with single words expressing place ⁴.

Example:

There are the computers that you should test
Nowhere have i felt such happiness

¹ *what, when, why, where* and *how*

² **Who** are you?

What did you do?

³ This is the book **which** he gave me

⁴ These words are *here, there, everywhere* or *nowhere*.

6. Sentence With Inverted Subjects and Verbs

The subject and the verb can also be inverted after prepositional phrases expressing place. Example:

In the closet are the clothes that you want.
At the corner is my office.

It is important (and a bit difficult) to understand that the subject and verb will invert after the place expressions at the beginning of a sentence, only when the place expression is necessary to complete the sentence.

Example:

In the forest are my exotic birds. ⁵
In my room i wrote an essay last week. ⁶

6.3. Skill 17. Invert The Subject And Verb With Negatives

The subject and verb can also be inverted after certain negatives and related expressions. When negative expressions ⁷ come at the beginning of a sentence, the subject and the verb are inverted. Example:

Never has Mr. Moonlight taken a holiday

If one of the certain words in English which act like negatives ⁸ comes at the beginning of a sentence, the subject and the verb are also inverted.

Example:

Hardly ever does he take time off. ⁹
Only once did the manager issue overtime psychecks. ¹⁰

⁵The place expression is needed to complete the sentence

⁶The place expression is just an additional information for the complete sentence "I wrote an essay last week".

⁷such as *no*, *not*, *nor*, *neither*, or *never*

⁸such as *hardly*, *scarcely*, and *only*

⁹This means that he almost never takes time off

¹⁰This means that the manager almost never issued the overtime psychecks

6.4. Skill 18. Invert The Subject And Verb With Conditionals

In certain conditional structures, the subject and the verb may also be inverted. This can occur when the helping verb in the conditional clause is *had*, *should*, or *were* and the conditional connector *if* is omitted.

Example:

I would help you *if* i were in a position to help.

I would help you were i in a position to help.

6.5. Skill 19. Invert The Subject And Verb With Comparisons

An inverted subject and verb can also occur after a comparison. The inversion is optional, rather than required, and it is a rather formal structure. There have been a number of inverted comparisons on recent TOEFL test you should be familiar with.

Example:

My sister spends more hours in the office than John.

My sister spends more hours in the office than John does.

My sister spends more hours in the office than does John.

7. Problems With Subjects/Verb Agreement

7.1. Skill 20. Make Verbs Agree After Prepositional Phrases

When a prepositional phrase comes between the subject and the verb, be sure that the verb agrees with the subject.

Common mistakes:

The key to the doors are ¹ in the drawer.

The keys to the door is ² in the drawer

7.2. Skill 21. Make Verbs Agree After Expressions Of Quantity

When an expression of quantity is the subject, the verb agrees with the object. Uncountable is treated as singular.

Example:

All of the book was interesting. ³

All of the books were interesting.

¹indicates an error. The subject is *key* since *the doors* is an object of preposition. Hence, we use *is* instead.

²indicates an error. The subject is *keys* since *the door* is an object of preposition. Hence, we use *are* instead.

³If you're confuse about the meaning of "**All of the book**", look at the another example:

Can you copy all of the book please?

Yes, you're right, it means "**all pages in the book**".

7. Problems With Subjects/Verb Agreement

All of the information was interesting.

7.3. Skill 22. Make Inverted Verbs Agree

After question words, negative expressions, place expressions, conditions without if, and comparisons, the verb agrees with the subject, which may be after the verb.

Avoid the following common mistakes:

Behind the house was ⁴ the bicycles i wanted

Behind the houses were ⁵ the bicycle i wanted

7.4. Skill 23. Make Verbs Agree After Certain Words

Certain words ⁶ are always grammatically singular, even though they might have plural meanings. Avoid the following common mistake:

Everybody **are going** ⁷ to the theater

⁴indicates an error. *Behind the house* is a place expression. We use *were* instead of *was* because the subject is **the bicycles**.

⁵indicates an error. *Behind the houses* is a place expression. We use *was* instead of *were* because the subject is **the bicycle**.

⁶These words or expressions are grammatically singular, so they take singular verbs. They are *anybody, anything, anyone, everyone, everybody, everything, nobody, no one, nothing, somebody, someone, something, each* (+ noun), and *every* (+ noun)

⁷This indicates an error. Use *is* instead because *everybody* is always grammatically singular.

8. Problems With Parallel Structure

8.1. Skill 24. Use Parallel Structure With Coordinate Conjunctions

The function of the coordinate conjunctions ¹ is to join together equal expressions. These conjunctions can join nouns ², or verbs ³, or adjectives ⁴, or phrases ⁵, or subordinate clauses, or main clauses ⁶; they must join together two of the same thing.

8.2. Skill 25. Use Parallel Structure With Paired Conjunctions

The paired conjunctions ⁷ require parallel.

Example:

He wants *either* to go by plane *or* to go by train.

¹

Conjunction is a word such as *and*, *because*, *but*, *for*, *if*, *or*, and *when*, used to connect words, phrases, clauses, and sentences. [Reader's Digest Word Power Dictionary 1st Edition, page 1145]

²I need to talk to **the manager** *or* **the assistant manager**.

³He **eats** *and* **sleeps** only when he takes a vacation.

⁴My Father is **quiet** *and* **smart**.

⁵The papers are **on my desk** *or* **in the drawer**.

⁶They are not interested in **what you say** *or* **what you do**.

⁷*both...and, either...or, neither...nor, not only...but also*

8. Problems With Parallel Structure

When you are using these paired conjunctions, be sure that the correct parts are used together. Avoid the following incorrect example:

I want both this book or that one. ⁸

Either Sam nor Sue is taking the course. ⁹

8.3. Skill 26. Use Parallel Structure With Comparisons

When you make a comparison, you point out the similarities ¹⁰ or differences ¹¹ between two things, and those similarities and differences must be to parallel form.

Example:

My school is *farther than* your school.

Their car is *as big as* a small house.

⁸It should be "I want *both this book and that one*".

⁹It should be "*Either Sam or Sue* is taking the course".

¹⁰*as...as, the same...as, the same as..., similar...to, similar to...*

¹¹*more...than, -er than, less...than*

9. Problems With Comparatives And Superlatives

9.1. Skill 27. Form Comparatives And Superlatives Correctly

The form with some of the comparative ¹ and superlative ² sentences on the TOEFL test is that the comparative or superlative is formed incorrectly.

Example:

Bob is *quiter than* Ron.

Bob is *the tallest* man of the room.

9.2. Skill 28. Use Comparatives And Superlatives Correctly

Another problem with the comparative and superlative on the TOEFL test is that they can be used incorrectly. Both of them have different uses ³.

Example:

The history class is *more boring than* the math class. ⁴

Mary is *the most* intelligent *of* all the students in the class.

¹The comparative is formed with either *-er* or *more* and *than*.

²The superlative is formed with *the*, either *-est* or *most*, and sometimes *in*, *of* or a *that*-clause.

³The COMPARATIVE is used to compare two equal things.

The SUPERLATIVE is used to show which one of many is in some way the most outstanding.

⁴Do you agree?

9.3. Skill 29. Use The Irregular *-er*, *-er* Structure Correctly

An irregular comparative structure that has been appearing frequently on the TOEFL test consists of two parallel comparatives introduced by *the*.

Example:

The more things you remember, the more things you can combine in order to form
The harder you work, the more you accomplish.

Note: This type of sentence may or may not include a verb.⁵

⁵The greater the experience, the higher the salary.

10. Problems With The Form Of The Verb

It is common in written expression questions on the TOEFL test for the verbs to be formed incorrectly. You should be familiar with the following verb forms: the base form, the present tense, the present participle, the past, and the past participle.

10.1. Skill 30. After *Have*, Use The Past Participle

Whenever you see the helping verb *have* in any of its forms ¹, be sure that the verb that follows it is in the past participle form.

Avoid the following common mistakes:

He *has took* ² the test.

Having ate ³, he went to school.

10.2. Skill 31. After *Be*, Use The Present Participle Or The Past Participle

The verb *be* in any forms ⁴ can be followed by another verb. This verb should be in the present participle or the past participle form.

Example:

¹ *have, has, having, had*

² indicates an error. It should be *has taken*

³ indicates an error. It should be *having eaten*

⁴ *am, is, are, was, be, been, being*

10. Problems With The Form Of The Verb

I *am writing* an essay.

The book *was stolen*.

10.3. Skill 32. After *Will, Would, Or Other* Modals, Use The Base Form Of The Verb

Whenever you see a modal ⁵, you should be sure that the verb that follows it is in its base form.

Example:

The doctor *may arrive* soon.

The boat *will leaving* ⁶ at 03:00.

⁵such as *will, would, can, could, may, might, must, shall, or should*

⁶indicates an error. It should be *will leave*

11. Problems With The Use Of The Verb

Many different problems in using the correct verb tense are possible in English. However, four specific problems occur frequently on the TOEFL test, so you need to pay careful attention to the following problems.

11.1. Skill 33. Know When To Use The Past With The Present

One verb tense problem that is common both in student writing and on the TOEFL test is the switch from the past tense to the present tense for no particular reason. Often when a sentence has both a past tense and a present tense is incorrect ¹. However, it is necessary to point out that it is possible for a logical sentence in English to have both of them.

Example:

I know who stole the money yesterday. ²

Note: If you see the past and the present together, you must check the meaning to determine whether the sentence is correct or not ³.

¹He **took** the money when he **wants** it.

²The meaning of this sentence is logical. I know (*right now*, in the present) who stole the money (*yesterday*, in the past)

³Like for instance,

I know what you did last summer.

Yes, you're right, it is a title of a horror movie. Next time (whenever) you confuse, just remember this sentence, i mean the title.

11.2. Skill 34. Use *Have* And *Had* Correctly

Two tenses that are often confusing are the present perfect ⁴ and the past perfect ⁵. These two tenses have completely different uses.

First. The present perfect refers to the period of time from the past until the present ⁶.

Example:

Dick has sung in the bar for five years. ⁷

Second. The past perfect refers to the period of time that started in the past and ended in the past ⁸.

Example:

Dick had sung in the bar for five years when he went to Jakarta. ⁹

Andy had lived in London for a month when he moved to Milan. ¹⁰

11.3. Skill 35. Use The Correct Tense With Time Expressions

Often in written expression questions on the TOEFL test there is a time expression ¹¹ that clearly indicates what verb tense is needed in the sentence.

Example:

The book was published in 1979.

I had moved to London by 1990.

The company has provided the service since 1999.

⁴have + past participle

⁵had + past participle

⁶It is not correct in a sentence that only indicates past.

⁷This sentence means that Dick has sung in the bar for five years up to now. Also, according to this sentence, Dick is still singing in the bar.

⁸before something else happened in the past.

⁹This sentence means that Dick sang in the bar for five years in the past before he went to Jakarta in the past. Hence, he is no longer sing in the bar.

¹⁰The same explanation from the previous example.

¹¹*in, by, ago, last, lately, since* (+ past time)

11. Problems With The Use Of The Verb

I have prepared the TOEFL test for two months.

Indra graduated from senior highschool last year.

Aya helped me four years ago.

The performance has been improved lately.

11.4. Skill 36. Use The Correct Tens With *Will* *And Would*

Certain combinations of verbs are very common in English. One is the combination of the simple present and *will*. Another is the combination of the simple past and *would*. They generally should not be mixed ¹².

Note: There is a different modal *would* that is used to make **polite requests**. This type of *would* is often used in with the present tense.

¹²Like the following incorrect sentences:

I know that he would pay the bill.

It was certain that he will pay the bill.

12. Problems With Passive Verbs

Sentences with an incorrect passive are common in written expression questions on the TOEFL test. Therefore, you need to be able to recognize ¹ the correct form of the passive and to be able to determine when a verb is needed in a sentence.

Two changes must be taken in order to convert a sentence from active to passive.

1. The subject of the active sentence becomes the object of the passive sentence, while the object of the active sentence becomes the subject of the passive sentence.
2. The verb in the active sentence and then adding the past participle of this verb.

Note: In a passive sentence, by + object does not need to be included to have a complete sentence. ²

12.1. Skill 37. Use The Correct Form Of The Passive

One way that the passive can be tested on the TOEFL test is simply with an incorrect form of the passive.

Example:

The potrait was painting ³ by a famous artist.

¹The difference between active and passive verb is that the subject in an active sentence *does* the action of verb, and the subject in a passive sentence *recieves* the action of the verb.

²

The cover was designed last month *by Aditya*.
The cover was designed last month.

³This indicates an error. It should be *was painted*

12. Problems With Passive Verbs

The project will finished ⁴ by Tom.

12.2. Skill 38. Recognize Active And Passive Meanings

When there is no object ⁵ after a verb, you must look at the meaning of the sentence to determine whether the verb should be active or passive. Sentences with an incorrect passive verb and no *by* + object to tell you that the verb should be passive are the most difficult passive errors to recognize on the TOEFL test.

Example:

The letter **mailed** today before noon. ⁶

⁴This indicates an error. It should be *will be finished*.

⁵with or without *by*

⁶This sentence may be is a reduced-form of adjective clause from "*which was mailed*" to "*mailed*". So it *looks fine*, isn't it? Well (unfortunately) it's not. It is a passive sentence. Confuse? Consider the following tenses:

The letter was mailed today before noon.

The letter was mailed *by us* today before noon.

These two is the passive sentence from the active sentence:

We mailed the package at the post office today before noon.

Do you get it? Confuse about the reduced adjective clause? How can we differentiate it with the passive sentence? This is simple, the adjective clause, there is more than one clause. It would be like this:

The letter *which was* mailed by us today before noon is important to our client.

The letter mailed by us today before noon is important to our client. (reduced-form)

The letter mailed today before noon is important to our client. (you can omit "*by us*")

See the difference? I hope you can understand completely now.

13. Problems With Nouns

The same types of problems with nouns appear often in written expression question on the TOEFL test. You should be familiar with these problems so that you will recognize them easily.

13.1. Skill 39. Use The Correct Singular Or Plural Noun

A common problem is a plural noun used where a singular noun is needed, or a singular noun used where a plural noun is needed. Look at these common mistakes:

On the table there were many *dish*. ¹

The lab assistant finished every *tests*. ²

You should watch carefully for the key words that indicate a noun should be singular ³ or should be plural ⁴.

¹ *Many* indicates that the plural *dishes* is needed.

² *Every* indicates that the singular *test* is needed.

³ They are *each, every, single, one, a*.

⁴ They are *both, many, several, various, two* (numbers more than *one*).

13.2. Skill 40. Distinguish Countable And Uncountable Nouns

For certain questions on the TOEFL test, it is necessary to distinguish countable⁵ and uncountable nouns⁶ in order to use the correct modifiers of them. Consider the following common mistakes:

He has listened much ⁷ traditional songs.

He didn't have many ⁸ fun during the holiday.

⁵

Countable nouns are nouns that can be counted. The key word for this are *many*, *number*, *few*, and *fewer*.

⁶

Uncountable nouns are nouns that cannot be counted. The key word for this are *much*, *amount*, *little*, and *less*.

⁷ *Much* is incorrect because *songs* is countable.

⁸ *Many* is incorrect since *fun* is uncountable.

13.3. Skill 41. Recognize Irregular Plurals Of Nouns

Many nouns in English have irregular plurals⁹. These irregular forms can cause confusion in written expression on the TOEFL test. Most problematic of them are plural forms which is not ended in *s*. One common mistake is

Different criteria was used to evaluate the performers. ¹⁰

13.4. Skill 42. Distinguish The Person From The Thing

Nouns in English can refer to persons or things. Sometimes in written expression questions on the TOEFL test the person is used in place of the thing, or the thing is used in place of the person. Pay attention to the following common mistakes:

Larry is an authorization ¹¹ in the field of costumer services.

⁹The irregular plurals can be:

1. **Vowel change**, for example: man / men, woman / women, foot / feet, tooth / teeth, goose / geese, mouse / mice.
2. **Add -en**, for example: child / children, ox / oxen
3. **Same as singular**, for example: deer / deer, fish / fish, salmon / salmon, sheep / sheep, trout / trout
4. **-is to -es**, for example: analysis / analyses, axis / axes, crisis / crises, diagnosis / diagnoses, hypothesis / hypotheses, synthesis / syntheses.
5. **Ends in -a**, for example: bacterium / bacteria, curriculum / curricula, datum / data, phenomenon / phenomena, criterion / criteria
6. **-us to -i**, for example: alumnus / alumni, bacillus / bacilli, cactus / cacti, fungus / fungi, radius / radii, stimulus / stimuli, syllabus / syllabi
7. **-fs to -ves**, for example: calf / calves, elf / elves, dwarf / dwarves, scarf / scarves [Reader's Digest Word Power Dictionary 1st Edition, page 1148.]

¹⁰The plural noun *criteria* looks singular because it doesn't end in *s*. The verb should be the plural from *were used*.

¹¹*authorization* is incorrect as it is a thing and Larry is a person. *Authority* should be used in this sentence.

13. Problems With Nouns

There are many job opportunities in accountant ¹².

¹²*accountant* is incorrect because it is a person and the field in which an accountant works is *accounting*. So the accounting should be used in this sentence.

14. Problems With Pronouns

Pronouns are words ¹ that take the place of nouns. When you see a pronoun questions on the TOEFL test, you need to check that it serves the correct function in the sentence ² and that it agrees with the noun it is replacing.

14.1. Skill 43. Distinguish Subject And Object Pronouns

Subject ³ and object ⁴ pronouns can be confused on the TOEFL test, so you should recognize these two types of pronouns. Compare the sentences below.

Sally gave the book to John.

She ⁵ gave it ⁶ to him ⁷.

Study the following common subject and object pronoun errors that you might see on the TOEFL test:

Him ⁸ and the girl are going shopping.

The komputer was intended for you and i ⁹.

¹such as *he*, *she*, or *it*.

²as a subject or as an object

³A subject pronoun is used as the subject of a verb.

⁴An object pronoun can be used as the object of the verb or the object of a preposition.

⁵Sally

⁶the book

⁷John

⁸This indicates an error because this pronoun serves as the subject of the sentence. *Him* is object pronoun. Hence, it should be changed to the subject pronoun *he*.

⁹This indicates an error because this pronoun serves as the object of the preposition *for*. Hence, it should be changed to the object pronoun *me*.

14.2. Skill 44. Distinguish Possessive Adjectives And Pronouns

Possessive adjectives and pronouns both show who or what "owns" a noun. However, possessive adjectives ¹⁰ and possessive pronouns ¹¹ can be confusing on the TOEFL test.

Example:

She sent me *her* watch ¹² to get it repaired.

She sent me *hers* ¹³.

14.3. Skill 45. Check Pronoun Reference For Agreement

After you have checked that the subject and object pronouns and the possessives are used correctly, you should also check each of these pronouns and possessives for agreement. The following are examples of errors of this type that you might find on the TOEFL test.

Things you should remember about checking pronoun reference:

1. Be sure that every pronoun and possessive agrees with the noun it refers to.
2. You generally check back in the sentence for agreement

¹⁰A possessive adjective describes a noun. So it must be accompanied by a noun.

Possessive adjectives are *my, your, his, her, its, our, their*.

¹¹A possessive pronoun takes the place of a noun. So it cannot be accompanied by a noun.

Pronoun adjectives are *mine, yours, his, hers, ours, theirs*.

¹²adjective + noun

¹³pronoun

15. Problems With Adjectives And Adverbs

Many different problems with adjectives and adverbs are possible in questions on the TOEFL test. You must be able to recognize adjectives and adverbs to identify these problems. Often adverbs are formed by adding *-ly* to adjectives and these are very easy to recognize. However, there are many adverbs that do not end in *-ly*. They can be recognized by their meanings. They can describe when something happens ¹, how something happens ², or where something happens ³.

15.1. Skill 46. Use Basic Adjectives And Adverbs Correctly

Sometimes on the TOEFL test, adjectives are used in place of adverbs, or adverbs are used in place of adjectives. Adverbs ⁴and adjectives have very different uses.

Adjectives have only one job. They describe nouns ⁵ or pronouns ⁶.

Adverbs do three different things. They describe verbs ⁷, adjectives ⁸, or other adverbs⁹.

¹often, soon, later

²fast, hard, well, etc

³here, there, everywhere, nowhere.

⁴

⁵Farhan is a handsome man.

The word handsome describe man (noun).

⁶He is handsome.

The word handsome describe he (pronoun).

⁷She sings *beautifully*.

The word *beautifully* describes how she sings (verb).

⁸She is a *beautifully* dressed woman.

The word *beautifully* describes dressed (adjective) which describes woman (noun).

⁹She is a *truly beautifully* dressed woman.

The word truly (adjective) describes the word *beautifully* (other adjective).

15. Problems With Adjectives And Adverbs

The following are examples of incorrect sentences as they might appear on the TOEFL test.

They were seated at a largely ¹⁰ table.

The child talked quick ¹¹ to her mother.

We read an extreme¹² long story.

15.2. Skill 47. Use Adjectives After Linking Verbs

Generally an adverb rather than an adjective will come directly after a verb because the adverb is describing the verb ¹³. However, you should be very careful if the verb is *linking* verb. A linking verb ¹⁴ is followed by an adjective rather than an adverb.

Example:

The food *tastes* great.

She *looks* beautifull.

Becareful, however, the adjective doesn't always directly follow the linking verb since the adverb is used to describe the adjective. Take a look at the following sentence.

He seems unusually nice. ¹⁵

Therefore, you should notice that having an adverb directly after a linking verb is possible only if the adverb describes an adjective that follows.

¹⁰This indicates an error. Use adjective **large** instead, because it describes noun (table).

¹¹This indicates an error. Use adverb **quickly**, because it describes verb (talked).

¹²This indicates an error. We should use adverb **extremely** because it describes adjective (long)

¹³He ran *quickly*.

The verb *ran* is followed by the adverb *quickly*. This adverb describes the verb *ran*.

¹⁴*appear, be, become, look, feel, seem, taste, smell, prove.*

¹⁵the adverb *unusually* is used to describe the adjective *nice*.

15.3. Skill 48. Position Adjectives And Adverbs Correctly

Adjectives and adverbs can appear in incorrect positions in questions on the TOEFL test. There are two common errors of this type you should be aware of:

1. the position of adjectives with the nouns they describe ¹⁶,
2. the position of adverbs with objects ¹⁷.

Things you should remember are:

1. A one-word adjective comes before the noun it describes. It doesn't come directly after.
2. An adverb can appear in many positions. It cannot be used between a verb and its object.

¹⁶The information important is on the first page.

¹⁷He has taken recently an English course.

16. More Problems With Adjectives

16.1. Skill 49. Recognize -Ly Adjectives

Generally when a word ends in *-ly* in English, it is an adverb. However, there are a few words ending in *-ly* that are adjectives, and these *-ly* adjectives ¹can cause confusion in questions on the TOEFL test.

Example:

The man turned in his *monthly* magazine. ²

16.2. Skill 50. Use Predicate Adjectives Correctly

Certain adjectives appear only in the predicate ³ of the sentence; that is they appear after a linking verb such as *be*, and they cannot appear directly in front of the nouns that they describe ⁴.

Example:

She is *afraid*.

John and Tom are *alike*.

¹ *costly, early, friendly, kindly, likely, lively, lonely, manly, daily, hourly, monthly, nightly, quarterly, weekly, yearly, lovely, northerly, easterly, southerly, westerly.*

² This sentence is correct although it appears to be incorrect. It appears that there is an *-ly* adverb in front of the noun *magazine*. However, *monthly* is an adjective that describes the noun *magazine*.

³ predicate adjectives are: *alike, alive, alone, afraid, asleep.*

⁴ The *alive* snake was lying on the rock.

The predicate adjective *alive* is used incorrectly in front of the noun *snake*. The adjective *live* should be used instead.

16.3. Skill 51. Use *-Ed* And *-Ing* Adjectives Correctly

Verb forms ending in *-ed* and *-ing* can be used as adjectives. Verbal adjectives ending in *-ed* and *-ing* can be confused in questions on the TOEFL test. The difference between an *-ed* ⁵ and an *-ing* ⁶ is similar to the difference between the active and passive (see chapter 12 on page 29).

Examples:

The woman cleans the table.

The *cleaning* woman ⁷ worked on the table.

The woman put *cleaned* table ⁸ back in the room.

⁵ An *-ed* adjective (like the passive) means that the noun it describes is receiving the action from the verb.

⁶ An *-ing* adjective (like the active) means that the noun it describes is doing the action.

⁷ It means the woman do the action of cleaning.

⁸ It means the car receives the action of the verb clean. Someone cleaned the car.

17. Problems With Articles

Articles are very difficult to learn because there are many rules, many exceptions and many special cases. It is possible, however, to learn a few rules that will help you to use articles correctly much of the time.

17.1. Skill 52. Use Articles With Singular Nouns

A singular noun must have an article ¹ or some other determiner ². A plural noun or an uncountable noun may or may not have an article.

Example:

I have *water*. ³

I have *books*. ⁴

I have a *book*. ⁵

17.2. Skill 53. Distinguish *A* and *An*

The basic different between *a* and *an* is that *a* is used in front of consonants and *an* is used in front of vowels ⁶. There are two exceptions to this rule: *u* ⁷ and *h* ⁸. They may have a vowel or a consonant sound.

¹ *a, an, the*

² such as *my* or *each*.

³ *water* is uncountable noun - no article needed.

⁴ *books* is countable plural noun - no article needed.

⁵ *book* is a countable singular noun - article needed.

⁶ *a, e, i, o, u*

⁷ When *u* is pronounced like the consonant *y* (as in *uniform*), it is preceded by the article *a* rather than *an*.

Example: There is **a** *university* near my house.

⁸ When *h* is not pronounced (as in *honest*), it is preceded by the article *an* rather than *a*.

Example: Dida is **an** *honest* man.

17.3. Skill 54. Make Articles Agree With Nouns

The definite article *the* is used for both singular and plural nouns, so agreement is not a problem with the definite article. However, because the use of the indefinite article is difficult for singular and plural nouns, you must be careful of agreement between the indefinite article and the noun.

One very common agreement error is to use the singular indefinite article (*a* or *an*) with a plural noun.

He saw *a*⁹ new movies.

Do you have *another*¹⁰ books?

The important for you to remember is

you should never use *a* or *an* with a plural noun.

17.4. Skill 55. Distinguish Specific And General Ideas

With countable singular noun it is possible to use either the definite¹¹ or the indefinite¹² article, but they have different meanings.

Example:

Tom will bring *the* book tomorrow.¹³

Tom will bring *a* book tomorrow.¹⁴

He will arrive on *the* first Tuesday in July.¹⁵

He will arrive on *a* Tuesday in July.¹⁶

⁹if you want plural, omit *a*

He saw new movies.

¹⁰This is very common mistakes. For the plural noun (*books*), you should never use *a* or *an*.

Do you have other books?

¹¹The definite article is used to refer to one specific noun. It is used when there are many, and you don't *know* or you don't *care* which one it is.

¹²The indefinite article is used when the noun could be on of several different nouns. It is used when it is the only one. Also, it is used when there are many, and you know which one it is.

¹³There is one ***specific* book** that Tom will bring tomorrow.

¹⁴Tom will bring ***any* one book**.

¹⁵There is only one **first Tuesday** in July.

¹⁶He will arrive on **one of four Tuesdays** in July.

17. Problems With Articles

You should study more about using *a/an* and *the*.¹⁷

¹⁷We use *a/an* when the listener doesn't know which thing we mean. We use *the* when it is clear which thing we mean.

18. Problems With Prepositions

Prepositions can be confused in a literal way ¹ and in an idiomatic way ². In this chapter you can practice recognizing problems and be aware that idiomatic errors with prepositions are common in that section.

18.1. Skill 56. Recognize Incorrect Prepositions

Sometimes an incorrect preposition is given in a sentence in questions on the TOEFL test.

Example:

The game was *called on* ³ because of the rain.

I knew i could *count in* ⁴ you to do a good job.

18.2. Skill 57. Recognize When Prepositions Have Been Omitted

Sometimes a necessary preposition has been omitted from a sentence in questions on the TOEFL test.

Example:

Can you wait ⁵ me after the game?

¹In lateral use, the preposition means exactly what you expect.

²In idiomatic use, which is what appears most often on the TOEFL test, the preposition appears in an idiomatic expressions. Its meaning has nothing to do with the lateral meaning.

³To *call on someone* is to *visit someone*, and this meaning doesn't make sense. It should say that the game was *called off* because of rain. The expression *called off* means *canceled*, and that is the meaning that makes sense in this sentence.

⁴It is not correct in English to *count in someone*. There are no idiom *count in*. The correct expression is to *count on someone*.

⁵This is incorrect because it is necessary to say *wait for me*.

18. Problems With Prepositions

I plan ⁶ attending the meeting.

⁶This is incorrect because it is necessary to say *plan **on** attending*.

19. Problems With Usage

In English certain groups of words have similar uses and these words are sometimes confused in questions on the TOEFL test.

19.1. Skill 58. Distinguish *Make* And *Do*

*Make*¹ and *do*² can be confused in English because their meanings are so similar.

Example:

She likes to *make* her own clothes.

Would you like to *make* a cake for dessert?

If you *make* a mistake, you should correct it.

He was unable to *make* a response to the threat.

This morning she *did* all the dishes.

The students are *doing* the assignment.

The janitors *did* the work they were assigned.

You can *do* your laundry at the laundrant.

Note: Many uses of *make* and *do* are idiomatic and therefore difficult.

¹ *Make* often has the idea of *creating* or *constructing*.

² *Do* often has the idea of *completing* or *performing*.

19.2. Skill 59. Distinguish *Like*, *Alike* And *Unlike*

Like ³, alike ⁴, and unlike ⁵ are easily confused because they look so similar and they have many different uses.

Example:

Tom and Jerry worked in a like manner. ⁶

John is unlike Tom. ⁷

Like Tom, John is smart.

19.3. Skill 60. Distinguish *Other*, *Another*, And *Others*

Other, *another* and *others* are very easy to confuse. To decide how to use each of them correctly, you must consider three things

1. if it is singular or plural,
2. if it is definite (the) or indefinite (a, an),
3. if it is an adjective (it appears with a noun) or if it is a pronoun (it appears by itself).

Note: You use *another* only to refer to an indefinite, singular idea. *Others* is used only as a plural pronoun (not accompanied by a noun). In all other cases, using *other* is correct.

³ *Like* means similar. It has two functions in grammar. **As an adjective**, *like* is used before a noun. **As a preposition**, *like* is used in many positions, including at the beginning of the sentence.

⁴ *Alike* means similar. **As an adjective** (predicate adjective), *alike* is used after a linking verb.

⁵ *Unlike* means different. **As a preposition**, *unlike* is used in many positions, including at the beginning of the sentence.

⁶ *Like* is the adjective form that is used immediately before the noun *manner*. Study the use of *alike* and *like* see 16.2 on page 40

⁷ The preposition *unlike* is followed by the object *Tom*. It means Tom and John are not similar. Prepositions *like* and *unlike* have opposite meanings. They must be followed by objects as they are prepositions.

Part II.

Listening

20. General Information About Listening Test

Since i don't have any materials for listening skill, i just simply give you the general strategies and some tips to the specific sections in listening questions on the TOEFL test. I hope it will be useful for you all. I summarized from my main TOEFL course book [LONGMAN Complete Course for the TOEFL Tests].

20.1. Listening On The Paper TOEFL Test

On the paper TOEFL test, first section is called Listening Comprehension. This section consists of fifty questions (though some tests may be longer).

1. Short Dialogues ¹
2. Long Conversations ²
3. Talks ³

General Strategies For Listening Comprehension (Paper TOEFL Test)

1. Be familiar with the directions. ⁴

¹are two-line dialogues between two speakers. The 30 short dialogues and 30 questions about them make up Part A of the paper TOEFL test.

²are 60-90 second conversations on casual topics between students. The two conversations and the seven to nine questions that accompany them make up Part B of the paper TOEFL test.

³are 60-90 second talks about school life or on academic subjects. The three lectures and the 11-13 questions that accompany them make up Part C of the TOEFL test.

⁴The directions on every TOEFL test are the same, so it is necessary to spend time reading the directions carefully when you take the test. You should be completely familiar with the directions before the day of the test.

20. General Information About Listening Test

2. Listen Carefully to the passages.⁵
3. Know where the easier and the more difficult questions are generally found.⁶
4. Be familiar with the pacing of the test.⁷
5. Never leave any answers blank on your answer sheet.⁸
6. Use any remaining time to look ahead at the answers to the questions that follow.⁹

20.2. Listening On The Computer TOEFL Test

On the computer TOEFL test, first section is called Listening section. This section consists of 30-50 questions. Four types of passages may appear in the Listening section of the computer TOEFL test:

1. Short Dialogues¹⁰
2. Casual Conversations¹¹
3. Academic Discussions¹²

⁵You should concentrate fully on what the speakers are saying on the recording because you will hear the recording one time only.

⁶Within each part of the Listening Comprehension section on the paper test, the questions generally progress from easy to difficult.

⁷You have 12 seconds between each question on the recording, so you must answer each question within 12 seconds and then be prepared for the next question on the recording.

⁸Even if you are not sure of the correct response, you should answer each question. There is no penalty for guessing.

⁹When you finish with one question, you may have time to look ahead at the answers to the next question.

¹⁰consist of two- to four-line dialogues between two speakers. The 11-17 dialogues and questions about them make up Part A on the computer TOEFL test.

¹¹consist of five- to seven-line conversations on casual topics between students. The two to four conversations questions that accompany them are found in Part B on the computer TOEFL test.

¹²consist of 120-150 second discussions on academic topics by two to five speakers. The one or two academic discussions and the questions that accompany them are found in Part B on the computer TOEFL test.

20. General Information About Listening Test

4. Academic Lectures ¹³

Part A on the computer TOEFL test consists of only short dialogues, while Part B consists of a mixture of casual conversations, academic discussions and academic lectures.

The listening section of the computer TOEFL test is *computer adaptive* ¹⁴. The sections begins with a medium-level question, and the questions that follow will get easier or harder depending on whether or not you answer the questions correctly. [LONGMAN Complete Course for the TOEFL Tests, pages 22 - 25.]

¹³consist of 120-150 second lectures on academic topics by university professors. The two to four academic lectures and the questions that accompany them are found in Part B on the computer TOEFL test.

¹⁴This means that the difficulty of the questions that you see is determined by how well you answer the questions.

21. Short Dialogues

Here are the procedures for the short dialogues:

1. As you listen to each short dialogue, focus on the second line of the conversation. ¹
2. Keep in mind that the correct answer is probably a restatement of a key word or idea in the second line of the dialogue. ²
3. Keep in mind that certain structures and expressions are tested regularly in the short dialogues. ³
4. Keep in mind that these questions generally progress from easy to difficult. ⁴
5. Read the answers and choose the best answer to each question. ⁵
6. Even if you don't understand the complete dialogue, you can still find the correct answer. ⁶

¹To answer to the question is generally found in the second line.

²Think of possible restatements.

³Listen for these structures and expressions:

- structures (passives, negatives, wishes, conditions)
- functional expressions (agreement, uncertainty, suggestion, surprise)
- idiomatic expressions (two-part verbs, three-part verbs, idioms)

⁴This means that questions 1 through 5 will be the easiest and questions 26 through 30 will be the hardest.

⁵Remember to answer each question even if you are not sure of the correct response. Never leave any answers blank.

⁶

- If you only understand a few words or ideas in the second line, choose the answer that contains a restatement of those words or ideas.
- If you do not understand anything at all in the second line of the conversation, choose

21. *Short Dialogues*

7. Be prepared for the next question.

the answer that sounds the most different from what you heard.

- Never choose an answer because it sounds like what you heard in the dialogue.

21. Short Dialogues

21.1. Strategies

21.1.1. Skill 1. Focus On The Last Line

21.1.2. Skill 2. Choose Answers With Synonyms

21.1.3. Skill 3. Avoid Similar Sounds

21.2. Who, What Where

21.2.1. Skill 4. Draw Conclutions About Who, What, Where

21.2.2. Skill 5. Listen For Who And What In Passives

21.2.3. Skill 6. Listen For Who And What With Multiple Nouns

21.3. Negatives

21.3.1. Skill 7. Listen For Negatives Expressions

21.3.2. Skill 8. Listen For Double Negative Expressions

21.3.3. Skill 9. Listen For Almost Negative Expressions

21.3.4. Skill 10. Listen For Negatives With Comparatives

21.4. Functions

21.4.1. Skill 11. Listen For Expressions Of Agreement

21.4.2. Skill 12. Listen For Expressions Of Uncertainty And Suggestion

21.4.3. Skill 13. Listen For Emphatic Expresions Of Surprise

21.5. Contrary Meanings

21.5.1. Skill 14. Listen For ⁵⁵Wishes

21.5.2. Skill 15. Listen For Untrue Conditions

22. Long Conversations (paper)

Here are the procedures for the long conversations

1. If you have time, preview the answers to the questions. ¹
2. Listen carefully to the first line of the conversation. ²
3. As you listen the conversation, draw conclusions about the situation of the conversation: who is talking, where the conversation takes place, or when it takes place. ³
4. As you listen to the conversation, follow along with the answers in your test book and try to determine the correct answers. ⁴
5. You should guess even if you are not sure. ⁵
6. Use any remaining time to look ahead at the answers to the questions that follow.

¹While you are looking at the answers, you should try to do the following:

- Anticipate the **topics** of the conversations you will hear.
- Anticipate the **questions** for each of the groups of answers.

²The first line of the conversation often contains the main idea, subject, or topic of the conversation, and you will often be asked to answer such questions.

³You will often be asked to make such inferences about the conversation.

⁴Detail questions are generally answered in order in the conversation, and the answers often sound the same as what is said on the recording.

⁵Never leave any answers blank.

22. Long Conversations (paper)

22.1. Before Listening

22.1.1. Skill 18. Anticipate The Topics

22.1.2. Skill 19. Anticipate The Questions

22.2. While Listening

22.2.1. Skill 20. Determine The Topic

**22.2.2. Skill 21. Draw Conclutions About Who, WHat,
When, Where**

22.2.3. Skill 22. Listen For Answers In Order

23. Long Talks (Paper)

The procedures are the same with 22 on page 56

23.1. Before Listening

23.1.1. Skill 23. Anticipate The Topics

23.1.2. Skill 24. Anticipate The Questions

23.2. While Listening

23.2.1. Skill 25. Determine The Topic

23.2.2. Skill 26. Draw Conclutions About Who, What,
When, Where

23.2.3. Skill 27. Listen For Answers In Order

Part III.

Reading

24. General Information About Reading Test

24.1. Reading On The Paper TOEFL Test

On the paper TOEFL test, the third section is called Reading Comprehension. This section consists of five passages and fifty questions ¹. You have fifty-five minutes to complete the fifty questions in this section.

There is only one type of question in the Reading Comprehension section of the paper TOEFL test: Multiple-Choice questions ask you to select the best answer to questions about the information given in the reading passages.

The questions on the paper test are presented in linear order. The passages progress from easy to difficult, and the questions are presented in the order in which they appear in the passage.

General strategies for reading on the paper TOEFL test

1. Be familiar with the directions. ²
2. Do not spend too much time reading the passages. ³
3. Do not worry if a reading passage is on a topic you are unfamiliar with. ⁴
4. Do not spend too much time on a question you are unsure of. ⁵

¹although some tests may be longer.

²The directions on every paper TOEFL test are the same, so it is not necessary to spend time reading the directions carefully when you take this test. You should be completely familiar with the directions before the day of the test.

³You do not have time to read each passage in depth, and it is quite possible to answer the questions correctly without first reading the passage in depth.

⁴All of the information that you need to answer the questions is included in the passages. You do not need any background knowledge to answer the questions.

⁵If you do not know the answer to a question, simply guess and go on. You can return to this question later in the section if you have time.

24. General Information About Reading Test

5. Guess to complete the section before time is up. ⁶

The following procedures may help you on a reading passage on the paper TOEFL test

1. Skim the reading passage to determine the main idea and the overall organization of ideas in the passage. ⁷
2. Look ahead at the questions to determine what language skills are being tested in the questions. ⁸
3. Find the section of the passage that deals with each question. ⁹
4. Read the part of the passage that contains the answer carefully. ¹⁰
5. Choose the best answer to each question from the four choices listed in your test. ¹¹

⁶There is no penalty of guessing, so it can only increase your score to guess the answers to questions that you do not have time to complete.

⁷You do not need to understand every detail in each passage to answer the questions correctly. It is therefore a waste of time to read the passage with the intent of understanding every single detail before you try to answer the questions.

⁸Questions related to different language skills are answered in different ways.

⁹The language skill tells you exactly where to look in the passage to find correct answers.

- For main idea questions, look at the first line of each paragraph.
- For directly and indirectly answered detail questions, choose a key word in the question, and skim for that key word (or related idea) in order in the passage.
- For pronoun questions, the question will tell you where the pronoun is located in the passage
- For transition questions, look at the beginning or the end of the passage.
- For vocabulary questions, the question will tell you where the word is located in the passage.
- For where-in-the-passage questions, the answer choices give you the four possible locations of the correct answer.
- For tone, purpose and course questions, look at the first line of each paragraph.

¹⁰The answer will probably be in a very predictable place in the passage.

¹¹You can choose the best answer according to what is given in the appropriate section of the passage, eliminate definitely wrong answers, and mark your best guess on the answer sheet.

24.2. Reading On The Computer TOEFL Test

On the computer TOEFL test, the third section is called the Reading section. This section consists of four to five passages and forty-four to sixty questions. You have seventy to ninety minutes to complete the questions in this section.

There are three types of questions in the Reading section of the computer TOEFL test:

1. Multiple-Choice questions ¹²
2. Click-on questions ¹³
3. Insertion questions ¹⁴

General strategies for reading on the computer TOEFL test

1. Be familiar with the directions. ¹⁵
2. Dismiss the directions as soon as they come up. ¹⁶
3. Understand that this section of the test is linear rather than computer adaptive. ¹⁷

¹²ask you to select the best answer to questions about the information given in the reading passages.

¹³ask you to find a word, phrase, sentence, or paragraph in a passage that answer a question and to click on that word, phrase, sentence, or paragraph. They may also ask you to click on one of four pictures following a passage. In a click-on question, you may be asked to click on a vocabulary word with a specific meaning, a reference for a particular pronoun, a sentence, or picture that answers a detail question, or a paragraph that develops a main idea.

¹⁴ask you to find the most logical place in a passage to insert a specific piece of information. In an insertion question, you may be asked to insert a sentence that expresses a main idea, a supporting detail or an example, a transition, or a concluding idea into the appropriate place in a passage.

¹⁵The directions on every paper TOEFL test are the same, so it is not necessary to spend time reading the directions carefully when you take this test. You should be completely familiar with the directions before the day of the test.

¹⁶The time starts when the directions come up. You should already be familiar with the directions, so you can click on Dismiss Directions as soon as it appears and save all your time for the questions.

¹⁷This means that the ordering of the passages and questions is specified (and it is not based on how you have answered previous questions, as it is in the Structure section and the Listening section of the computer test). The reading passages progress from easy to difficult, and the questions are presented in the order in which they appear in the passage.

24. General Information About Reading Test

4. Do not spend too much time reading the passages.¹⁸
5. Do not worry if a reading passage is on a topic you are unfamiliar with.¹⁹
6. Do not spend too much time on a question you are unsure of.²⁰
7. Monitor the time carefully on the title bar of the computer screen.²¹
8. Guess to complete the section before the time is up.²²

¹⁸You do not have time to read each passage in depth, and it is quite possible to answer the questions correctly without first reading the passage in depth. You must scroll through each passage completely and then click on **PROCEED** before you will be allowed to continue with the questions.

¹⁹All of the information that you need to answer the questions is included in the passages. You do not need any background knowledge to answer the questions.

²⁰If you do not know the answer to a question, simply guess, click on **Next**, and go on. You can click on **Previous** to return to this question later while you are still working on the same passage.

²¹This title bar indicates the time remaining in the section, the total number of questions in the section and the current number.

²²Because this section is linear than adaptive, it can only increase your score to guess the answers to questions that you do not have time to complete.

25. Questions About The Ideas Of The Passages

It is very common for reading passages in the reading section of the TOEFL test to have questions about overall ideas¹ in the passages. There may also be questions about how the information in the passage is organized or about which type of information is included in a particular paragraph.

25.1. Skill 1. Answer Main Idea Questions Correctly

Almost every reading passage on the TOEFL test will have a multiple-choice question about the main idea of a passage. You may, for example, be asked to identify the *topic*, *subject*, *title*, *primary idea* or *main idea*². It is relatively easy to answer these questions since TOEFL passages are generally written in a traditionally organized manner.

If a passage consist of only one paragraph, you should study the beginning of that paragraph to determine the main idea. If a passage consist of more than one paragraph, you should study the beginning of each paragraph to determine

¹main idea, topic, title or subject

²You may find the questions like:

- What is the **topic** of the passage?
- What is the **subject** of the passage?
- What is the **main idea** of the passage?
- What is the author's **main point** in the passage?
- With what is the author **primarily concerned**?
- Which of the following would be the **best title**?

25. Questions About The Ideas Of The Passages

the main idea.

Here are the steps on how to answer the question

1. Read the first line of each paragraph.
2. Look for a common theme or idea in the first lines.
3. Pass your eyes quickly over the rest of the passage to check that you have really found the topic sentence(s)
4. Eliminate any definitely wrong answers and choose the best answer from the remaining choices.

25.2. Skill 2. Recognize The Organization Of The Ideas

In the Reading section of both the paper TOEFL test and the computer TOEFL test, there may be questions about the organization of ideas in a passage ³.

The answer to this type of question can generally be determined by looking at the first sentence of the paragraph of the appropriate paragraphs. You can answer it by these following steps:

1. Read at the first line of each of paragraph.
2. Look for words that show relationships among the paragraphs.
3. Choose the answer that best express the relationship.

³You may find the questions like:

- How is the information in the passage **organized**?
- How is the information in the second paragraph **related** to the information in the first paragraph?
- **Click on the paragraph** that... (this question is on computer test only)

26. Directly Answered Questions

Many questions in the Reading section of both the TOEFL test will require answers that are directly stated in the passage ¹.

26.1. Skill 3. Answer Stated Detail Questions Correctly

A detailed question asks about one piece of information in the passage rather than the passage as a whole ². The answer to these questions are generally given in order in the passage, and the correct answer is often a restatement of what is given in the passage.

Here are the useful steps to answer the question:

1. Choose a key word in the question.
2. Skim in the appropriate part of the passage for the key word or idea.
3. Read the sentence that contains the key word or idea carefully.

¹The directly answered questions that are commonly asked are

1. stated detail questions
2. "unstated" details questions
3. pronoun reference questions

²You may find the questions like:

- **According** to the passage, ...
- It is **stated** in the passage, ...
- The passage **indicates** that ...
- Which of the following is **true** ... ?
- **Click on the drawing** that ... (on computer test only)

26. Directly Answered Questions

4. Eliminate the definitely wrong answer(s) and choose the best answer from the remaining choices.

26.2. Skill 4. Find "Unstated" Details

You will sometimes be asked in the Reading section of the TOEFL test to find an answer that is *not stated* or *not mentioned* or *not true* in the passage ³. You should note that there are two kinds of answers to this type of question:

1. there are three true answers and one that is not *true* according to the passage, or
2. there are three true answers and one that is not *mentioned* in the passage.

To answer this type of the question, do the following steps:

1. Choose a key word in the question.
2. Scan the appropriate place in the passage for the key word (or related idea).
3. Look for answers that are definite true according to the passage. Eliminate those answers.
4. Choose the answer that is not true or not discussed in the passage.

26.3. Skill 5. Find Pronoun Reference

In the Reading section of the TOEFL test, you will sometimes be asked to determine to which noun a pronoun refers ⁴. In a pronoun reference question, it

³You may find such questions like:

- Which of the following is **not stated** ...?
- Which of the following is **not mentioned** ...?
- Which of the following is **not discussed** ...?
- All of the following are true **except** ...?

⁴You may find the question like:

- The pronoun "..." in line X **refers** to which of the following? (on paper test only)

26. Directly Answered Questions

is important to understand that a noun is generally used first in a passage, and the pronoun that refers to it comes after. Whenever you are asked which noun a pronoun refers to, you should look *before* the pronoun to find the noun.

Do the following steps to answer the question:

1. Locate the pronoun in the passage.
2. Look before the pronoun for nouns that agree with the pronoun.
3. Try each of the nouns in the context in place of the pronoun.
4. Eliminate any definitely wrong answer(s) and choose the best answer from the remaining choices.

• Look at the word X. Click on the word or phrase that X **refers** to. (on computer test only)

27. Indirectly Answered Questions

27.1. Skill 6. Answer Implied Detail Questions Correctly

You will sometimes be asked to answer a multiple-choice question about a reading passage drawing a conclusion from a specific detail or details in the passage ¹. Some information will be given the passage, and you will draw a conclusion from that information. The answers to these questions are generally found in order in the passage.

Here are steps to get an answer:

1. Choose a key word in the question.
2. Scan the passage for the key word ².
3. Carefully read the sentence that contains the key word.
4. Look for an answer that could be true, according to that sentence.

27.2. Skill 7. Answer Transition Questions Correctly

You will sometimes be asked on the TOEFL test to answer a multiple-choice question about what probably came before the reading passage ³ or what probably

¹These questions contain the words *implied*, *inferred*, *likely*, or *probably*. This will let you know that the answer is not directly stated.

²or a related idea.

³in the *preceding* paragraph

27. Indirectly Answered Questions

comes after the reading passage ⁴. This type of question is a *transition* question. You must draw a conclusion to determine what is probably in these paragraphs ⁵.

The answer can generally be found in the *first* line of the passage for a *preceding* question. The answer can generally be found in the *last* line for a *following* question. How to answer the question? Do the following easy steps:

1. Read the *first* line for a *preceding* question.
2. Read the *last* line for a *following* question.
3. Draw a conclusion about what comes before or after.
4. Choose the answer that is reflected in the *first* or *last* line of the passage.

⁴in the following paragraph

⁵Of course the topic of the *preceding* or *following* paragraph is not directly stated.

28. Vocabulary Questions

28.1. Skill 8. Find Definitions From Structural Clues

When you are asked to determine the meaning of word in the reading section of the TOEFL test, it is possible that:

1. the passage provides information about the meaning of the word,
2. there are structural clues to tell you that the definition of a word is included in the passage.

There are three types of clues to help you. They are:

1. punctuation: comma, parentheses, dashes
2. restatement: or, that is, in other words, i.e.
3. examples: such as, for example, e.g.
4. Information to help you determine what something means will generally be found after those clues.

Learn the following steps to answer this type of question

1. Find the word in the passage.
2. Locate any structural clues.
3. Read the part of the passage after reading the structural letter.
4. Eliminate any "definitely wrong answers" and choose the best answer for the best answer from the remaining choices.

28.2. Skill 9. Determine Meanings From Word Parts

It is sometimes possible to determine the meaning of a long word that you do not know in the reading section of the TOEFL test by studying the word parts ¹.

28.3. Skill 10. Use Context To Determine Meanings Of Difficult Words

You are asked to determine the meaning of a difficult word in a reading passage on the TOEFL test ². In this case, the passage will probably give you a clear indication of what the word means ³.

Here are steps to answer this type of question:

¹Here is a short list of word parts:

Contra means against. Example: *contrast*

Mal means bad. Example: *malfunction*, *malcontent*

Mis means error. Example: *mistake*, *misunderstand*

Sub means under. Example: *subway*, *subdirectory*

Dec means ten. Example: *decade*

Multi means many. Example: *multiple*, *multilateral*

Sol means one. Example: *solo*

Tri means three. Example: *triple*

Dic means say. Example: *dictate*

Domin means master. Example: *dominant*

Jud means judge. Example: *judgement*

Mor means death. Example: *mortal*

Spec means see. Example: *spectator*

Terr means earth. Example: *territory*

Ver means turn. Example: *divert*

Viv means live. Example: *revive*

²A word that you are not expected to know.

³Information to help you understand the meaning of an unknown word can often be found in the context surrounding the unknown word.

28. Vocabulary Questions

1. Find the word in the passage.
2. Read the sentence that contains the word carefully.
3. Look for context clues to help you understand the meaning.
4. Choose the answer that the context indicates.

28.4. Skill 11. Use Context To Determine Meanings Of Simple Words

On the TOEFL test, you may be asked to determine the meaning of a simple word in a reading passage ⁴. In this type of question, you should *not* give the normal, everyday meaning of the word. Instead, a secondary meaning of the word is being tested.

Information to help you understand the meaning of an unknown word can be often be found in the context surrounding the unknown word. Here are steps to answer the question:

1. Find the word in the passage.
2. Read the sentence that contains the word carefully.
3. Look for context clues to help you understand the meaning.
4. Choose the answer that the context indicates.

⁴A word that you see often in everyday English.

29. Overall Review Questions

29.1. Skill 12. Determine Where Specific Information Is Found

Sometimes the final question accompanying a reading passage ¹ will ask you to determine where in the passage a piece of information is found. You may do the following steps to answer the question:

1. Choose a key word or idea in the question.
2. Skim the appropriate part(s) of the passage looking for the key word or idea.
3. Choose the answer that contains the key word or idea.

29.2. Skill 13. Determine The Tone, Purpose Or Course

Other types of review questions occur occasionally in the reading section of the TOEFL test. Possible questions of this type are questions that ask about:

1. the *tone* of the passage, ²

The majority of the passage on the TOEFL test are factual passages presented without any emotion ³. However, sometimes the author shows some emotion. If the author is being funny ⁴, making fun of something ⁵.

¹or one paragraph of a passage

²This type of question is asking if the author is showing any emotion in his or her writing.

³the tone of this type of passage could be simply *informational*, *explanatory*, or *factual*.

⁴then the tone might be humorous

⁵then the tone might be sarcastic

29. Overall Review Questions

Also, sometimes the author feels strongly that something is right or wrong⁶.

2. the author's *purpose* in writing the passage,⁷

You can draw a conclusion about the author's purpose by referring to the main idea and the organization of details in the passage⁸. However, the answer to this type of question is often considerably more general than the main idea⁹.

3. and the *course* in which the passage might be used.¹⁰

You should draw a conclusion about the course by referring to the topic of the passage and organization of details¹¹.

Here are the steps to answer the *tone* question:

1. Skim the passage looking for clues that the author is showing some emotion.
2. Choose The answer that identifies the emotion

Here are the steps to answer the purpose question:

1. Study the main idea in the topic sentence and the details used to support the main idea.
2. Draw a conclusion about the purpose.

Here are the steps to answer the course question:

⁶the tone might be impassioned

⁷This type of question is asking what the author is trying to do in the passage.

⁸If the main idea is that George Washington's early life greatly influenced his later career and if the details give a history of his early life, the author's purpose could be *to show how George Washington's early life influenced his later career*.

⁹A more general author's purpose for the main idea about George Washington would be *to demonstrate the influence of early experiences on later life* (without mention of George Washington).

¹⁰This type of question is asking you to decide which university course might have this passage as assigned reading.

¹¹If the passage is about George Washington and the details give historical background on his early life, then this would probably be assigned reading in an American history class. However, if the passage is about George Washington and the details show the various influences that he had on the formation of the American government, then the passage might be assigned reading in a government or political science class.

29. Overall Review Questions

1. Study the main idea in the topic sentence and the details used to support the main idea.
2. Draw a conclusion about the course.

29.3. Skill 14. Determine Where To Insert A Piece Of Information

On the computer TOEFL test, there may be a question following a particular paragraph or at the end of the reading passage that asks where a particular piece of information should be inserted. In this type of question, you must click on one of a number of squares in a passage to indicate that piece of information should be inserted in that position.

Here are the steps to answer the question:

1. Look at the sentence to be inserted for any key words or ideas at the beginning or the end of the sentence.
2. Read the context before and after the insertion squares for any ideas that relate to the sentence to be inserted.
3. Choose the insertion square that is most related to the sentence to be inserted.

Part IV.

Writing

30. General Information About Writing Test

30.1. Writing On The Paper TOEFL Test

On the paper TOEFL test, the writing section is called the Test of Written English (TWE). The TWE is given at the beginning of the TOEFL test, before the Listening Comprehension, Structure and Written Expression, and Reading Comprehension. On the TWE, you are given a specific topic, and you are asked to write an answer to the question. You have thirty minutes to write your answer on a lined sheet of paper.

The TWE only appears on some of the paper TOEFL tests. The dates when the TWE will be given are published in the Bulletin of Information for TOEFL, TWE, TSE. You should check the bulletin when you apply for the paper TOEFL test to determine whether or not the TWE will be given on the date when you will take the test.

30.2. Writing On The Computer TOEFL Test

On the computer TOEFL test, the fourth section is called the Writing section. The writing section appears every time that the computer TOEFL test is given. In this section, you are given a specific topic and you are asked to write an answer to the question. You have thirty minutes either to type your answer on the computer or to write your answer on a lined sheet of paper. You should type your answer on the computer only if you are comfortable working on a computer, if you decide to write your answer by hand, then be sure to write neatly.

30.3. General Strategies For Writing

Below are the general strategies for TWE on the TOEFL test.

1. Read the question carefully, and answer the question exactly as it is asked.
¹
2. Organize your response very clearly. ²
3. Whenever you make any general statement, be sure to support that statement. ³
4. Stick to vocabulary and sentence structures that you know. ⁴
5. Finish writing your essay a few minutes early so that you have time to proof what you wrote. ⁵

30.4. The Writing Score

The writing score on both the paper TOEFL test and the computer TOEFL test is determined in the same way: the writing is given a score from 1 to 6, where 1 is the lowest score and 6 is the highest score.

¹Take some time at the beginning of the test to be sure that you understand exactly what the question is asking.

²You should think of having an introduction, body paragraphs that develop the introduction, and a conclusion to end your essay. Use the transitions to help the reader understand the organization of ideas.

³You can use examples, reasons, facts or similar details to support any general statement.

⁴This is not the time to try out new words or structures.

⁵You should spend the last three to five minutes checking your essay errors.

31. Before Writing

31.1. Skill 1. Decode The Topic

Each writing topic shows you exactly what you should discuss and how you should organize your response. You must decode the topic carefully to determine the intended way of organizing your response.

31.2. Skill 2. Develop Supporting Ideas

Support your essay with *reasons* and *examples*. Also, personalize your essay as much as possible.

The more support you have, the stronger your essay will be.

32. While Writing

32.1. Skill 3. Write The Introductory Paragraph

Begin the introduction with background information about how the topic relates to you in order to get the reader interested in your essay.

End the introduction with a statement or statements that show the reader how the rest of the essay will be organized.

32.2. Skill 4. Write Unified Supporting Paragraphs

Introduce each supporting paragraph with a topic sentence and support that paragraph with lots of details. Make sure that the ideas in the paragraph are unified by using a mixture of the following methods:

- repeating a key word
- rephrasing a key word
- replacing a key word with a pronoun or possessive
- adding transition words, phrases, or sentences

32.3. Skill 5. Write Concluding Paragraph

Summarize the key points in your discussion. Be sure that overall *ideas* and the *reasons* for the idea are very clear.

32.4. Skill 6. Connect The Supporting Paragraphs In The Essay

The supporting paragraphs of an essay can be connected with transition expressions or which transition sentences. It is best to use a combination of these two types of transitions.

33. After Writing

33.1. Skill 7. Edit The Sentence Structure

33.1.1. Simple Sentence Structure

A simple sentence is a sentence with one clause. It must have both a subject and a verb. It may not be introduced by a subordinate clause connector.

33.1.2. Compound Sentence Structure

33.1.3. Complex Sentence Structure

When a subject comes before an adjective clause, do not add an extra subject after the adjective clause. When a noun clause is used as a subject, do not add an extra subject after the noun clause.

33.2. Skill 8. Edit Written Expression

33.2.1. Inversions and Agreement

Errors in inversions (chapter 6 on page 15) and agreement (chapter 7 on page 18) are covered in the Structure part of this book. You may want to review these skills.

33.2.2. Parallel, Comparative, and Superlative Structures

Errors in parallel (chapter 8 on page 20), comparative and superlative (chapter 9 on page 22) are covered in the Structure part of this book. You may want to review these skills.

33.2.3. Verbs

Errors in verbs (chapter 11 on page 26, chapter 11 on page 26, chapter 12 on page 29) are covered in the Structure part of this book. You may want to review these skills.

33.2.4. Nouns and Pronouns

Error in nouns (chapter 13 on page 31) and pronouns (chapter 14 on page 35) are covered in the Structure part of this book. You may want to review these skills.

33.2.5. Adjectives and Adverbs

Errors in adjectives and adverbs (chapter 15 on page 37, chapter 16 on page 40, chapter 17 on page 42) are covered in the Structure part of this book. You may want to review these skills.

33.2.6. Prepositions and Usage

Errors in prepositions (chapter 18 on page 45) and usage (chapter 19 on page 47) are covered in the Structure part of this book. You may want to review these skills.

Part V.

Appendixes

Appendix A. Writing Development

To Make an Outline

Here are some guidances and examples that help you making an outline of your writing. The writing on the TOEFL test can be divided into three parts. They are intro, content, and conclusion.

INTRO. The following things should be included in the introductory paragraph:

1. General idea ¹ related to the topic. ²
2. More specific. ³
3. Almost ⁴ answering the essay question.
4. Thesis statement which includes a controlling idea⁵

¹not too general

²If the topic discuss about *my dog*, or *cat*, or *dogs*, etc, the general idea can be like ***animals*** or ***pets***. If the topic discuss about *shirts*, or *skirts*, or *blouses*, etc, the general idea can be like ***clothings***. The list goes on and on.

³After you begin with a general idea, you should have a sentence that is more specific to the topic. For example, if you are asked to write about your dog, why do you like it so much, the introductory paragraph can be like this:

Many people have pets at home. Some prefer to have the four-legged ones, while others prefer to the caged ones. ...

⁴or getting close for

⁵My own definition is, a word which controls the idea of the next paragraphs. In the previous example, the thesis statement:

APPENDIX A. WRITING DEVELOPMENT

CONTENT. This part consists of at least two paragraphs. These paragraphs should agree with the controlling idea that stated in the introductory paragraph. Each of these paragraphs contains a topic sentence that support the thesis statement, reasons that support the topic sentence and finally the examples of the reasons.

Take a brief look at this example:

First supporting paragraph. Crime is not related with TV programs.⁶

- Economic problems ⁷: jobless, homeless etc. ⁸
- Social problems ⁹: free sex, drugs. ¹⁰
- Low education. ¹¹

Second supporting paragraph. Crime is related with TV programs. ¹²

- Imitate ¹³: Rosewood movie ¹⁴
- A notion that heroes = violence (as an easy way to solve the problem). ¹⁵
- ¹⁶

As a man, I feel grateful as i have the following *priveledges* compared to a woman

priveledges has a function that controlls the idea. The idea of what to write next. So in the following paragraphs (that is supporting paragraphs), you should write some priveledges being a man (each one in the supporting paragraphs).

Here are the magic words that can be used as a controlling idea:

reasons, causes, effects, steps, procedures, (dis)advantages, ways, methods, kinds, types, characteristics, problems, precautions, changes.

⁶This is the topic sentence and the controlling idea can be like ... *as it has the following facts.*

⁷Why crime isn't related with TV programs? Here's one of the reasons

⁸These are the examples of the reason (i.e. economic problems)

⁹Another reasons why crime can not be related with TV programs.

¹⁰These are the examples of the social problems.

¹¹This is an example that not all reasons have the example.

¹²This is also a fact.

¹³Here is the reason that supports the topic sentence.

¹⁴You can mention a TV program or movie that for some people imitate the crime which is included in the movie.

¹⁵Again, you can mention what movie or TV program (as an example) that support the reasons you give.

¹⁶If you're stuck, add more examples.

APPENDIX A. WRITING DEVELOPMENT

CONCLUSION. In this paragraph, you should conclude and answer the essay question. It may contain only two or three sentences. You should again state the content ideas and the thesis statement in a different way. Therefore, it is almost like the intro paragraph ¹⁷.

In addition, a good concluding paragraph must:

- Restate the thesis statement.
- Restate the first sentences of the supporting paragraphs ¹⁸.
- State your opinion, preference, prediction / solution. ¹⁹
- Sum up the essay.

Example:

As a summary, i may say that one needs to know what to do, when he gets a cold. ²⁰ He should not stay overnight and should take proper acts such as going to a doctor or buying a medicine to deal with the illness. ²¹ So i guess, one may have no problems ²². ²³

To Mark Test of Written English (TWE)

Although written english on the TOEFL test is quite hard to be checked ²⁴, my teacher pointed out some questions that might help you to analyse your own writing. Here are the questions to be asked for marking your writing exercise:

1. Is there an introductory paragraph?
2. Is there a re-statement of the essay question(s)?

¹⁷intro \approx conclusion

¹⁸in other words, the topic sentence.

¹⁹This is related to the essay question.

²⁰This sentence restate the thesis statement, *"I think one can deal with flu as i have the following advices for him."* in the intro paragraph.

²¹These are the first sentences (i.e. topic sentences) of the supporting paragraphs.

²²This states the writer's opinion

²³This concluding paragraph sums up the essay.

²⁴since there's no fixed rules how to check it.

APPENDIX A. WRITING DEVELOPMENT

3. Does the introductory paragraph have a thesis statement²⁵
4. Do paragraphs have clear topics?
5. Do the topic sentences²⁶ support the thesis statement?
6. Do the ideas in paragraphs support the topic sentences?
7. Are the details, examples etc ²⁷ clear?
8. Is there a conclusion?
9. Does the conclusion complete the essay? ²⁸
10. Does the essay answer all parts of the essay question?
11. Have only few grammar and spelling mistake. ²⁹

Examples of Writing

²⁵I can't give you a right definition about it. However i hope this example makse you understand what i'm talking about. Example, if the essay question is like:

Do you agree that a man's life is a lot better than a woman's? Have specific reasons and examples.

The thesis statement can be something like:

As a man, I feel grateful as i have the following priveledges compared to a woman

²⁶is similar to main idea of a paragraph

²⁷details, examples, reasons that the essay question asks

²⁸answer the essay question

²⁹This is not a question. You should only have few grammar and spelling errors.

Appendix B. Listening Development

There are two levels of pronunciation in English. The most basic level is the standard pronunciation of the vowels³⁰ and consonants³¹. The other level is the reduced pronunciation of everyday speech. While the listening questions on the TOEFL test are read as neutrally as possible, normal conversational pronunciation is used, including many reduced forms. Hence, you need to understand what reductions to expect so that you will be able to reconstruct the sounds you hear into meaningful language.

Reduced pronunciation is based on the following percepts:

1. Words or syllables which are most important to the meaning are not reduced. ³²
2. The words or syllables which are less important are unstressed. ³³
3. The pronunciation of unstressed words or syllables is often altered. ³⁴

³⁰They are *a, i, u, e* and *o*.

³¹They are alphabets except the vowels.

³²These are usually the nouns, verbs and modifiers in sentences and the root of complex words. Therefore, if you **concentrate on these words**, you should be able to understand the general outline of what you hear.

³³There are usually function words or grammatical syllables which serve to tie together the content. They usually have no meaning in themselves, but serve to show relationships between the meaningful content words and word roots.

³⁴There are many ways in which sounds are altered, but the alterations make it easier for native speakers to maintain normal conversational speed when difficult combinations of sounds or rhythm occur.

APPENDIX B. LISTENING DEVELOPMENT

4. Reduced pronunciation is optional and varies due to the intent of the speaker. ³⁵
5. Reduced pronunciation is based on stress and rhythm. ³⁶
6. All reduced forms operate according to rules and are predictable. ³⁷

In the following pages you will find a list of simplified rules for reduced forms and some examples to show you where and how these rules can be applied.

Vowel reduction

Some vowels are reduced to the sound // when they are unstressed. For a secondary stress, the sound may fall midway between the standard pronunciation and //.

Examples:

She must not *have* found *a* job yet.

How come *you* don't visit us anymore.

I'm off *to* Canada *tomorrow*.

You *can* only buy the traveler's checks *at* window eight.

They should write *to* their parents once *in a* while.

Consonant deletion

This occurs when two similar consonants come together. The weaker of the consonants is deleted. Sometimes the remaining consonant is pronounced slightly longer than normal, giving you a clue that something is missing. Here are some common consonant deletions:

- **nt.** Examples:

³⁵Therefore, you may find a particular sequence reduced in one situation and pronounced normally in another.

³⁶Stress is meaningful in English. Native speakers use stress to emphasize the words or syllables they feel are important to what they have to say. Therefore, certain words are normally unstressed may be stressed in some situations.

³⁷Therefore, if you know the rules, you can reconstruct the reduced form.

APPENDIX B. LISTENING DEVELOPMENT

She *hasn't* paid her share of the *rent*. (hasn', ren')

It *doesn't* seem possible. (doesn')

- **nd.** Examples:

Bill *and* Tom were both at the scene of the accident. (an')

They were building *sand*castles at the beach. (san'castles)

- **st.** Examples:

They *must* not have gone to *chicago*. (mus')

Well, if you *insist*. (insis')

- **of.** Examples:

Our new *coffe* table is made *of* copper. (o')

The owner of the building assured us. (o')

- **has, have, had.** Examples:

The students kept writing when the bell *had* rung. ('ad)

He must *have* been very angry. ('ave)

Tom *has* something for you. ('as)

- **Pronouns** (her, his, them). Example:

I called *her* to explain the details. ('er)

I took one of *his* elementary courses. ('is)

Come over and i'll chek *them* out. ('em)

Consonant assimilation

THis occurs when two similar sounds come together, resulting in a combination of the two sounds which is similar to each of the original sounds but different from either of them.

- **t sounds like d.** Examples:

APPENDIX B. LISTENING DEVELOPMENT

How come you don't visit us anymore?

Betting on sporting events is illegal.

- *s + y* sounds like *sh*. Examples:

There will be no rent increase this year.

Place your bets at window eight.

- *t + y* sounds like *ch*. Examples:

Don't you think you've had enough?

The weather is not what you're used to.

- *d + y* sounds like *j*. Examples:

Could you lend me your notes from yesterday's lecture?

I called your brother last night, but he was out.

Linking and Juncture

Linking occurs when a vowel and a consonant from two different words are aligned. The result is the pronunciation of a new syllable making it difficult to tell where one word ends and the other begins.

Juncture occurs when two consonants from two different words are aligned, resulting in an assimilation not only of the sounds, but of the words themselves.

- **Linking.** Examples:

She mustn't have found a job yet.

Please lend me a tray of ice.

We all felt overdressed.

Joan inspires confidence in 'er co-workers. ('er = her)

They must not 'ave gone to Chicago. ('ave = have)

- **Juncture.** Examples:

Jeff found it difficult to get another.

You can't do it?

Would it be inconvenient for you?

It doesn't seem possible that the twins are already teenagers.

That's the show i'd like to see.

Special Combinations

The following represent special combinations of the reductions discussed above.

- *want to* sounds like *wanna*. Examples:

I *want to* re-arrange some things in our spare room.
Do you *want to* explain in a little more detail?

- *want a* sounds like *wanna*. Examples:

I *want a* program.
They *want a* few more, but they're afraid to ask.

- *going to* sounds like *gonna*. Examples:

Are you *going to* have dinner with us later?
His money is *going to* increase, if he doesn't withdraw it.

- *have to* sounds like *hafta*. Examples:

I *have to* pick up my car this morning.
You *have to* vacate your room or pay extra.

- *used to* sounds like *usta*. Examples:

You're not *used to* the weather up there.
I *used to* work for that firm.

- *give me* sounds like *givmi*. Examples:

Don't *give me* anymore.
Can you *give me* a hand tomorrow?

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